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ABSTRACT

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this second of eight components focuses on comparison of the occupational needs of the community with the number of students who leave the programs and find employment. The component provides a vehicle by which the LEA can identify discrepancies between program output (its graduates, completers, or those leaving early, but with saleable skills) and identified labor needs of business and industry. It suggests that the LEA utilize existing occupational forecast data or develop local methodology and instrumentation from which to determine local occupational needs, to identify the number of program completers, to compare these, and to analyze the results. Suggested procedures for conducting the evaluation activities and sample instrumentation for gathering data are also included. A brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

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COMPONENT 2

COMPARISON OF PROGRAM OUTPUT WITH COMMUNITY OCCUPATIONAL NEEDS

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DATA-BASED LOCALLY DIRECTED EVALUATION

OE 011 611

DATA-BASED LOCALLY DIRECTED EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

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July 1977

COMPONENT TWO

COMPARISON OF PROGRAM OUTPUT WITH COMMUNITY OCCUPATIONAL NEEDS

I. Overview

One method of determining how well the objectives of occupational programs are being met is to compare the occupational needs of the community with the number of students who leave the programs and find employment. To make such a comparison, the Local Education Agency (LEA) must obtain and analyze information that describes the occupational outlook of the community served. This component suggests methods and procedures which may assist the LEA in developing a system for determining discrepancies between program output (graduates, completers, and early leavers) and local occupational needs.

Traditionally, educators have utilized U.S. Department of Labor employment information and the results of locally-conducted occupational needs surveys for planning programs. Such information has provided educators with a base for making occupational program decisions. Data available through Florida's Occupational Information Delivery System (OIDS), supplemented with local information, should provide local educators with insights into the current and future skilled labor needs of local business and industry. When these local labor needs are compared with the number of vocational

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students who leave with saleable skills, discrepancies can be identified. These discrepancies may reflect over production or under production of persons with saleable skills in the area(s) under consideration.

II. Suggested Procedures

Defining the LEA Community

Before any reasonably successful effort can be directed toward identifying discrepancies between occupational program products and identified occupational needs, each LEA must consider and subsequently define its "Community" in relation to the uniqueness of its program(s). For many LEAs, the community served may be defined as the local district or county while others may view their community as a multicounty or regional area. For some LEAs the community may be considered to be a major metropolitan area, the entire state, or even several states.

Historic occupational placement patterns of students should be considered when defining the community served by the LEA. This particular consideration is currently being addressed by student follow-up and employer follow-up surveys which are conducted by most vocational education programs. It should be noted that graduates, completers, or students leaving a program with saleable skills often seek employment outside their school district. They may even eventually find employment outside their state of residence. Thus, it is important to consider historical occupational placement trends when defining the community, especially when opportunity for local employment is low.

A simple and useful technique for determining historical placement patterns of students is the utilization of student

follow-up studies to make a record of where students are placed. In addition, the LEA career counselors or placement officers may wish to record the location and company where program graduates find employment.

Demand for employees in a particular community depends to a great extent on the economic growth or decline of that community. Since the growth and/or decline pattern has a direct influence on employability of program completers, it follows that data-based locally directed evaluation should analyze trends in economic growth or decline. The results of such analyses should permit local education agencies to tailor programs to the job market.

Identification of Labor Market Demand

A number of methods may be used to identify labor-market demand after the LEA has defined its particular community. Among these are:

1. Analysis of occupational forecast data generated by OIDS.
2. Use of locally-developed procedures and instruments to describe local occupational needs.

These methods merit further discussion since LEAs may frequently use one or the other to identify labor market demands.

Analysis of OIDS forecast data. Manpower data from local, state, and federal agencies may provide a picture of community occupational needs. One such source is OIDS. OIDS is a comprehensive statewide system which provides manpower and educational planners with needed occupational information.

upon which planning decisions can be made. OIDS provides occupational information that accurately measures current and projected employment demand and measures the net supply of individuals available to Florida's labor force.

If the LEA defines its community within a much larger boundary than the district or county in which it is physically located (e.g., three-or-four county area), or if the community is a relatively large metropolitan area, then the LEA may choose to utilize data generated by OIDS to assess community occupational needs.

The State of Florida has been divided into ten planning regions as shown in Figure 1. Occupational forecast data generated by OIDS for these regions has been proven to reflect rather accurately their employment picture. OIDS forecasts have also been shown to fairly accurately reflect the employment picture for Florida's six Standard Metropolitan Statistical Areas.

The Bureau of Planning, Programming, and Budgeting of the Division of Vocational Education, Department of Education, has developed a formula for equating occupational employment data to the local district (county). These data are considered to be more accurate, less subjective, and more valid than can normally be generated by other methods, including locally conducted occupational surveys. The staff of the Bureau of Planing, Programming, and Budgeting encourages the use of these data in preference to data collected by locally conducted surveys.

Figure I

REGIONAL PLANNING DISTRICTS

To determine the proportion each county represents of the total labor force for the Planning District, a ratio (or percentage) may be applied to occupational projections from the Department of Commerce. This will determine output necessary to meet the estimated labor force demands for the Planning District. The figure obtained from multiplying the ratio by the average annual job openings for the district (table 3 of Florida Employment Directions), for a given occupational title, represents the desirable output for the program. For example, Jefferson County in Planning District 2 has a ratio of .02 and the average annual job openings through 1980 under the occupational title of Auto Mechanics and Apprentices is 70. Multiply .02 X 70 = 1.4. This product (1.4) is the desirable output for the vocational program. Within the same district, Leon County should have an output figure of .38 X 70 = 26.6 completers for the same period.

The following reports generated by OIDS and published by the State Department of Commerce present current and projected employment for Florida's ten planning regions and six standard metropolitan areas.

> Florida Employment Directions - Industries and Occupations 1970-1980 (Standard Metropolitan Statistical Areas (SMSA) Reports. One published for each of the six metropolitan statistical areas).

Information provided in these reports should be extremely helpful to local education agencies in identifying local labor market demands.

The contacts for acquiring these publications are:

Florida Department of Commerce
Division of Employment Security
Research and Statistics
Caldwell Building
Tallahassee, Florida 32304

or

Bureau of Planning, Programming, and Budgeting
Division of Vocational Education
Department of Education
Collins Building
Tallahassee, Florida 32304

Using Locally-Developed Surveys to Identify Occupational Needs

In the absence of labor market and placement data, the LEA may wish to develop procedures and instruments to help identify local occupational needs. In case this option is chosen, the sample documents shown in Appendices A through C should assist LEA staff members in developing information-gathering methods that are unique to their community. The sample employment opportunities survey instruments shown in Appendices A and B are examples of the types of occupational data-gathering instruments which may be developed by the LEA. At the option of the LEA, these instruments may be used in part or in their entirety.

Compiling a list of occupational titles. An important task in identifying occupational needs is the compilation of occupational titles. The responsibility for identifying and listing these titles rests with the local evaluation team. This responsibility deserves careful attention because research has shown that studies which do not utilize specific

job titles applicable to the local business and industry have not been fruitful in identifying employer demand.

Procedures which have been successful in compiling job titles and are applicable to the local community are:

1. Consult the Dictionary of Occupational Titles (DOT) (local titles may sometimes differ from dictionary titles, but the LEA can align local titles to DOT titles for evaluative reporting).
2. Consult the Vocational-Technical Education Consortium of States (V-TECS) catalogs. These catalogs contain information and specific job duty classifications, and are available from the Division of Vocational Education. V-TECS catalogs were developed with the help of practitioners in the various vocational fields, and include appropriate job titles.
3. Interview local industry and business leaders, employers, and employees to determine the occupational titles in general use within the immediate community. This will help the LEA compile job titles and validate those titles already compiled in Steps 1 and 2. A sample interview guide is given in Appendix C.

Conducting surveys. In case the LEA chooses to conduct a survey to identify local occupational needs, there are a number of factors to be considered. Suggested survey procedures are:

1. Secure approval and active support of the school

administration, including the local school board, and local citizenry.

2. Obtain approval and assistance from local business and industry in conducting the survey.
3. Select survey staff.
4. Develop a list of proposed purposes and specific objectives to be accomplished in the survey.
5. Develop an overall public relations plan including adequate publicity of the fact that an occupational survey is to be conducted in the community.
6. Appoint and organize necessary working committees. The following are suggested:
   .. The Publicity Committee
   .. The Collecting or Interviewing Committee
   .. The Tabulating Committee
7. Determine the specific information desired based on program objectives.
8. Decide on specific procedures to be used in collecting the necessary data.
9. Construct the necessary forms on which data will be collected.
10. Select and train interviewers.
11. Make a trial run, or pre-test, to validate the data-collection forms, methodology, interviewing techniques, etc.
12. Choose business and industry to be surveyed. If it is

not possible to survey all businesses and industries in the community, projections can be made on the basis of a random sample.

13. Collect data.

After survey procedures and instruments have been determined and the population which will be surveyed has been identified, the task is then to obtain a good response. If a mailed survey is used, a cover letter explaining the reasons for the survey should be included. A well-written cover letter is a persuasive and motivating device, and should state why it is important for the respondent to give personal attention to completing the instrument. A sample cover letter is given in Appendix E.

The following questions should be answered in the cover letter:

1. What is the precise purpose of the survey?
2. How will the data be used?
3. What is the value of the survey to the community and taxpayer?
4. What is the sponsoring agency or institution?
5. Who is the person conducting the mail survey?
6. What are the explicit directions for completing the questionnaire?
7. What is the deadline for returning the instrument?
8. Will the data be handled confidentially?
9. Will a copy of the survey results be available to the

respondent (when this service is to be provided)?

Inclusion of a pre-addressed, stamped return envelope is necessary for maximum response. All letters should be dated and personally signed. The use of high-quality copies or originals can enhance the professional character of both cover letters and questionnaires.

Follow-up activities designed to increase the response and return rate of the survey questionnaire include:

1. Sending a second questionnaire with an appropriate cover letter at the end of the second week.
2. Sending a third questionnaire with a cover letter reminder at the end of the third week.
3. Telephoning the respondent.

Finding the time to complete the questionnaire is sometimes difficult for business and industrial personnel; thus, brief, clean survey questionnaires stand the best chance of maximum response. Some questions that should be considered when attempting to get maximum response are:

1. Is the entire questionnaire concise enough so that the respondent will <u>not</u> have to use time "guessing" what is required?
2. Will the subject be applicable to the respondent?
3. Is the questionnaire written for the particular target population? For ease of understanding, the language and vocabulary levels of responding clientele should be reflected in the questionnaire.

4. Have the items been printed with crisp clean type? The physical appearance of the questionnaire can affect return rate. If the instrument has a messy appearance, it implies that the investigator will handle return data in an unprofessional manner.
5. Does the questionnaire look professional? Are the questions presented in an attractive, uncluttered way? An orderly presentation of items helps the respondent to reply more efficiently.
6. Is the questionnaire easy to handle and respond to? In other words, is the instrument void of loose inserts, fold-outs, cross references, etc?
7. Are the directions for completing the questionnaire stated clearly? If a recipient is not given appropriate instructions on "how" and "what" to do, a large return cannot be expected.

The ease with which an instrument may be completed is very important; therefore, a test run of the questionnaire should be conducted prior to approving a final draft.

Personal interview. The local education agency may wish to collect occupational need data through personal interviews. Usually an interview schedule or a data-collection questionnaire is prepared before conducting the interview. (see Appendix C).

Typically, a phone call to the potential respondent sets the stage for the interview. This first phone contact serves

a cover-letter function; the interviewer tells why he wishes to interview the respondent, and an appointment is made for the actual interview.

When the interview is conducted, the interviewer should brief the respondent again as to the nature and purpose of the interview. He should explain how he is recording responses, and he should not let his own opinions and feelings color the conduct of the interview. The interviewer should remember that he is the data-collection instrument, and should not deviate from the interview format.

Data summary. Whether the method of data collection used by the LEA to obtain information regarding occupational needs is a questionnnaire or personal interview, a procedure must be established for tabulating and summarizing the data. Hand tabulation and electronic data processing are the two methods generally used. Hand tabulation is less efficient, more time consuming, but practical for a limited number of questionnaire items or for a small sample size. Electronic data processing is used for larger sample sizes.

Hand tabulation consists of counting the number of responses for each category of each questionnaire item. Two sample questions are given below followed by a tabular layout for recording the results.

1.0 Number of jobs available?

1.1 ____present

1.2 ____projected

2.0 Age of employees?

2.1 ____under 20 years of age

____20-29

____30-39

____40-49

____50 years or over.

TABLE I.

Tabulation Form for Data

Variables	Categories	Totals
Jobs Available ?	Present ///	5
	Projected //	
Age of Employees ?	Under 20 //	12
	20-29 ///	
	30-39 ////	
	40-49 /	
	50 and over /	

For illustration purposes, Table I assumes that respondents answered the two questions given above. Three positions were presently unfilled and two additional employees would be hired within one year. A survey of employee ages indicated that two were under 20, three were between 20-29, five were between ages 30-39, one was 40-49 and one was over 50. The column labeled "Totals" indicated the total number

of responses. These counts are important as a check against tabulation error and for further analysis involving percentages and means. The tabulation procedure requires examining each questionnaire returned, noting what each category represents, and tallying the responses appropriately. It is prudent practice to place a mark on each questionnaire which has been tabulated. In this manner, the person tabulating the data will know which instruments have been counted and which have not.

Determining Program Productivity

In most instances, the determination of productivity involves a simple compilation of names of graduates. This compilation should include official certification that the graduates have completed the program training requirements. This certification can be issued by the department chairperson, academic advisor, or director of admissions and records depending on the type of school.

In instances where program participants leave before graduation, a simple record may be made of the portion of the total program which has been completed. A note of the types of saleable skills acquired by early leavers can be made along with that record.

A sample table which the LEA may use in determining program productivity is provided in Appendix F. If employers consider the skills of early leavers appropriate for the job, the early leavers may be categorized as program completers

by the LEA. Thus, community employers and the LEA can determine whether employees, who did not graduate, possess the necessary skills.

Identifying Discrepancy

Comparison of program output with community occupational needs permits the identification of possible discrepancies between program productivity and employer demand. Instruments given in the appendices have been designed to assist the LEA in conducting this discrepancy analysis.

The LEA may determine whether specific programs are meeting occupational needs by comparing program output with projected district or community needs. Data generated at the district level by the OIDS system (in cooperation with the Bureau of Planning, Programming, and Budgeting, Division of Vocational Education) plus the data generated by local surveys, may be compared with program output in this summative evaluation effort. Suggested steps which may be followed are:

1. Request the Bureau of Planning, Programming, and Budgeting to present a district level listing of occupational needs.
2. Add projections from local survey which are not included in the OIDS listing.
3. Complete a projected employment data sheet for specific jobs by program area from Items 1 and 2.
4. Compare specific program output with projected occupational needs as generated in Item 3.

5. Determine discrepancy between projected employment needs and program output.

6. Assemble discrepancy data.

The chart provided in Appendix H may be used to summarize the data generated in Items 1 through 6.

Depending on the outcome of the discrepancy analysis, the LEA may wish to make recommendations regarding specific programs. If program output is greater than demand, consideration should be given to (1) placing more students on the job by finding additional potential employers, or (2) if employer demand is greater than program output, consideration should be given to recruiting more students into training programs.

III. Using Evaluation Data

Data generated from comparing community occupational needs with program output can help education decision makers determine the direction which vocational programs should take. It provides the base for answering the critical question of whether programs are meeting the needs of business and industry. Data generated from an analysis of community occupational needs also helps the LEA answer other questions such as:

1. Are program completers able to utilize acquired skills in available jobs?
2. Are program changes or curriculum revisions necessary to meet community needs more accurately?
3. Are there training needs within the community which are unmet by the LEA?
4. What discrepancies exist between program output and community occupational needs?

When these questions are answered with adequate evaluation data, the need for and value of the vocational education training programs within the LEA can be factually demonstrated.

IV. Summary

The objectives of this component are to determine whether occupational training programs are meeting community needs. In this regard, several methods exist to help the LEA determine discrepancies between program output and employer demand. Appendices which address specific contents associated with the objectives of this component are given. Items essential to the summative evaluation of programs are:

1. Definition of the LEA community.
2. Analysis of community occupational forecast data generated by OIDS.
3. Use of locally-developed procedures and instruments.
4. Analysis and identification of occupational needs.
5. Determination of program outputs.
6. Conduction of a discrepancy analysis between occupational needs and program outputs.
7. Survey of suggestions for using evaluation data.

Tasks Required to Conduct a Comparison of Program Output with Community Occupational Needs

The following detailed breakdown is provided to alleviate difficulty in conducting a comparison of program output with community occupational needs.

1.0 Define the LEA Community.

2.0 Identify local labor market demand.

2.1 Use occupational forecast data generated by OIDS of the Florida Department of Commerce.

2.2 Use locally-developed procedures and instruments to identify occupational needs.

2.2.1 Compile a list of occupational job titles.

2.2.2 Conduct local surveys.

2.2.3 Conduct personal interviews.

2.2.4 Summarize data.

3.0 Determine program productivity.

3.1 Compile a list of program graduates and early leavers.

4.0 Conduct a discrepancy analysis between program output and community occupational needs.

V. Sample Evaluation Materials

	Appendix
Sample Employment Opportunities Survey	A
Employment Opportunities Survey	B
Sample Interview Guide for Job Title Identification	C
Interview Guide for Job Title Identification	D
Sample Cover Letter	E
Sample Program Productivity Summary Sheet	F
Program Productivity Summary Sheet	G
Sample Discrepancy Analysis Form	H
Discrepancy Analysis Form	I

APPENDIX A

SAMPLE EMPLOYMENT OPPORTUNITIES SURVEY
(Field of Auto Mechanics)

FIRM: College Street Garage PHONE: 543-2100

ADDRESS: 212 College St. CITY: Anywhere STATE: Fl.

ZIP: 32000

NAME OF PERSON COMPLETING FORM: John J. Doe

TITLE OR POSITION: Manager

What percentage of your employees are male? 97 % female? 3 %

What percentage of your employees are from the local community? 100 %

What percentage of your employees are from outside the community? 0 %

How many employees have you hired during the past year? 3

How many employees do you anticipate hiring during the next two years? 5

Would you hire a person who has received specific training related to your business or industry in preference to a person who had no such training? Yes ✓ No ___

The purpose of this questionnaire is to gather information and opinions for use in improving existing occupational educational program offerings in the immediate area.

A list is given below of various jobs or duties which may be appropriate to your business or industry. The list may be incomplete or contain jobs or duties unfamiliar to you. In this event, please feel free to add other jobs or duties which may apply, delete those which do not apply, or revise those which contain terms unfamiliar to you.

After reviewing the example, please place the correct number in the appropriate response column. Please fill in the questionnaire as completely and accurately as possible. The results will be used for occupational education improvement only. Your organization will not be identified in any published report or other manner.

APPENDIX A-2 (Auto Mechanics, contd.)

Occupational Area: Auto Mechanics	Number of employees currently on payroll	Number of persons hired during the past 12 months	Expected number of new employees who will be hired for years given					Local Supply of Qualified Employees (check one)		
			1977	1978	1979	1980	1981	Limited	Adequate	Surplus
JOB:										
1. Engine Overhaul Mechanic	3	1	1	1	0	0	0		✓	
2. Cooling System Repairman	2	1	0	0	0	0	0		✓	
3. Fuel System Repairman	1	0	0	0	0	0	0			✓
4. Automatic Trans-mission Repairman	2	1	1	0	0	0	0	✓		
5. Power Train Repairman	1	0	0	0	0	0	0		✓	
6. Power Steering Repairman	1	0	0	0	0	0	0		✓	
7. Front End Mechanic	1	0	0	0	0	0	0		✓	
8. Brake Repair-man	1	0	0	1	0	0	0			✓
9. Electrical Sys-tem Repairman	1	0	0	0	0	0	0		✓	
10. Heat/Air Condi-tioning Re-pairman	1	1	1	0	0	0	0	✓		

APPENDIX B

EMPLOYMENT OPPORTUNITIES SURVEY
(Field of _____)

FIRM: _____ PHONE: _____

ADDRESS: _____

_____ ZIP _____

NAME OF PERSON COMPLETING FORM: _____

TITLE OR POSITION: _____

What percentage of your employees are male? ___% female ___%

What percentage of your employees are from the local community? _____%

What percentage of your employees are from outside the local community? _____%

How many employees have you hired during the past year? ___

How many employees do you anticipate hiring during the next two years? _____

Would you hire a person who has received specific training related to your business or industry in preference to a person who had no such training? Yes ___ No ___

The purpose of this questionnaire is to gather information and opinions for use in improving existing occupational educational program offerings in the immediate area.

A list is given below of various jobs or duties which may be appropriate to your business or industry. The list may be incomplete or contain jobs or duties unfamiliar to you. In this event, please feel free to add other jobs or duties which may apply, delete those which do not apply, or revise those which contain terms unfamiliar to you.

After reviewing the example, please place the correct number in the appropriate response column. Please fill in the questionnaire as completely and accurately as possible. The results will be used for occupational education improvement only. Your organization will not be identified in any published report or other manner.

APPENDIX B-2

Occupational Area: Child Care	Number of employees currently on payroll	Number of persons hired during last 12 months	Expected Average Annual Employment 1977-1981 (check one)					Local Supply of Qualified Employees (check one)		
			1977	1978	1979	1980	1981	Limited	Adequate	Surplus
JOB:										
1. Director										
2. Cook										
3. Teacher (Certified)										
4. Teacher										
5. Teacher Aide										
6. Nursery Aide										
7. Dietitian										
8. Counselor										
9. Janitor										
10. Nurse (Reg.)										
11. Nurse (LPN)										
12. Counselor (Voc. Rehab)										
13.										
14.										
15.										

APPENDIX C

SAMPLE INTERVIEW GUIDE FOR JOB TITLE IDENTIFICATION

The purpose of the interview is to identify specific job titles used in local business and industry. To determine local job titles, the LEA team should phone or visit local business and industrial leaders and ask for specific job titles which are generally used in the community. The following examples which was actually conducted by the research team, will help clarify the necessary steps in identifying specific job titles.

Type of Business or industry	Job Titles Perceived by the LEA	Identified Titles by Business/Industry Interview
A. Auto Mechanic (example)	1. Engine Overhaul Mechanic 2. Cooling System Repairman 3. Fuel System Repairman 4. Automatic Transmission Repairman 5. Power Steering Repairman 6. Front End Mechanic 7. Brake Repairman 8. Electrical System Repairman 9. Heat/Air Conditioning Repairman	1. Service Repairman (general)

APPENDIX D

INTERVIEW GUIDE FOR JOB TITLE IDENTIFICATION

The purpose of the interview is to identify specific job titles used in local business and industry. To determine local job titles, the LEA team should phone or visit local business and industrial leaders and ask for specific job titles which are generally used in the community. The following example, which was actually conducted by the research team, will help clarify the necessary steps in identifying specific job titles.

Type of Business or industry	Job Titles Perceived by the LEA	Identified Titles by Business/Industry Interview

APPENDIX E

SAMPLE COVER LETTER
(LEA Letterhead)

Date

Inside Address

Dear (Specifically named person)

The office of Evaluation and Program Coordination of the Jot Down County Schools is cooperating with the office of the superintendent in conducting a study to assess the supply and demand of (name specific program area) in the Jot Down County (or End Road community). The information from this survey will be used in determining the degree to which our education program is meeting the needs of employers in the local community. The information will also be used in making program changes to meet future employer needs.

The enclosed questionnaire is designed to collect the information necessary for completion of this study. With your input it will be possible to adequately plan for your current and future needs. Please respond to each item and make additional comments if you wish. Your responses will be handled confidentially.

We would appreciate your returning the completed questionnaire to this office by _____. The data will be analyzed, and we anticipate the report will be completed by _____ and made available to you upon request.

APPENDIX E-2

For your convenience in returning the questionnaire, a pre-addressed, stamped envelope is enclosed.

Sincerely yours,

APPENDIX F

SAMPLE PROGRAM PRODUCTIVITY SUMMARY SHEET

Date: June 30, 1976

Occupational Training Programs	Program Graduates		Program Participants Leaving Early		
	Name of Graduate	Student has completed all program requirements	Name of participant	Portion of total Training Program completed (percantage)	Identified skills of early leavers
Welding	J. J Round	yes	J. H. Square	63%	Electric welds materials identification

APPENDIX G

PROGRAM PRODUCTIVITY SUMMARY SHEET

Date:

Occupational Training Program	Program Graduates		Program Participants Leaving Early		
	Name of Graduate	Student has completed all program requirements	Name of Participant	Portion of total Training Program Completed (Percentage)	Identified Skills of Early Leavers

APPENDIX H

SAMPLE DISCREPANCY ANALYSIS FORM

Job/ Occupational Title	Occupational Demand from OIDS Data and/ or local survey	Program Output	Discrepancy*
Practical nursing	13	9	4

*Occupational Demand - Program Output = Discrepancy

APPENDIX I

DISCREPANCY ANALYSIS FORM

Job/Occupational Title	Occupational Demand from OIDS Data and/ or local survey	Program Output	Discrepancy*

*Occupational Demand - Program Output = Discrepancy

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Glossary

Discrepancy: a difference between established standards of "what should be," the ideal, and "what is," the real.

Discrepancy Analysis: the process of comparing the data collected on "what is" with the standards established by the local education agency personnel or the local evaluation team.

Early Leavers: students who leave a program with saleable skills before they graduate or complete the program/course requirements.

Multi-County: several counties joined together for a common purpose.

Occupational Information Delivery Systems (OIDS): a comprehensive statewide system which provides manpower and educational planners with needed occupational information upon which planning decisions can be made.

Program Completers: students who have completed program requirements prior to leaving a program.

Regional Area: an area of the state covering several counties.

Standard Metropolitan Statistical Areas: heavily populated areas/cities of the state (e.g., Jacksonville, Miami, Orlando, Tampa-St. Petersburg).

Summative Evaluation: the process of determining how well a program has met its instructional objectives.

V-TECS (Vocational-Technical Education Consortium of States): a voluntary organization consisting of 20 states and two branches of the military. V-TECS was formed to develop catalogs of performance objectives, criterion-references measures, and performance guides for use by teachers in vocational-technical education.